



DESD Global Monitoring and Evaluation Framework (GMEF)

Phase II

UNESCO
Paris



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DESD Global Monitoring and Evaluation Framework

Phase II

I. Context

'The United Nations Decade of Education for Sustainable Development (DESD) seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning in order to address the social, economic, cultural and environmental problems we face in the 21st Century'

(UNESCO 2005)¹

The launch of the United Nations Decade of Education for Sustainable Development (DESD) in 2005 marked the beginning of a world wide movement which seeks to improve opportunities and quality in Education for Sustainable Development (ESD).² This followed the adoption of resolution 57/254 by the United Nations General Assembly and the release of the DESD International Implementation Scheme (2005). The scope of the DESD is broad and its potential effects are far reaching. If it is successful the DESD could transform not only education but also the quality of life of many across the globe.

The International Implementation Scheme sets the major thrusts of ESD as well as global milestones for the ten year period providing a basis for reporting. The Scheme identifies monitoring and evaluation as part of the implementation strategy and recommends the development of indicators at all levels. UNESCO was designated as the lead agency and has the responsibility of establishing mechanisms for monitoring and evaluation as well as for reporting on progress to the UN General Assembly in 2010 and 2015 and the UNESCO Executive Board at the end of each Biennium.

To this end, UNESCO established a Monitoring and Evaluation Expert Group (MEEG) in 2007 to advise on appropriate monitoring mechanisms for assessing (i) global progress in the implementation of the DESD and (ii) to assess UNESCO's own contribution to the implementation of the DESD. The MEEG recommended that UNESCO publish three Global Monitoring and Evaluation of DESD implementation reports during the life of the Decade:

- in 2009 focusing on the context and structures of work on ESD in Member States;
- in 2011 focusing on processes and learning initiatives related to ESD; and
- in 2015 focusing on impacts and outcomes of the DESD.

The first of the three reports was published in 2009³. To prepare the 2011 report, and in keeping with previous experience of the implementation process of Phase I of the DESD M&E process, UNESCO commissioned a Phase II framework.

This document presents the Phase II framework and accompanying operational plan. The framework was developed by Prof Daniella Tilbury in close consultation with the DESD Secretariat, the DESD

¹ See UNESCO Webpages www.unesco.org/desd/

² Chapter 36 of Agenda 21 (which emerged out of the 1992 Rio Summit) was the first UNESCO document to outline the critical role education plays in making sustainable development a reality. The Johannesburg World Summit reinforced this message and called for a Decade in ESD.

³ The First Global Report was released in Oct 2009. It can be accessed at:

<http://unesdoc.unesco.org/images/0018/001849/184944e.pdf>

Monitoring and Evaluation Expert Group (MEEG), the UNESCO Regional Focal Points and UNESCO Cluster Office Focal Points. The UNECE Secretariat was also consulted.

2. A Global Monitoring and Evaluation Framework (GMEF) for Phase II

The Global Monitoring and Evaluation Framework for Phase II includes a rationale, identifies methods and provides structures for the data collection, analysis and reporting processes for the DESD at the global level. This Phase II framework builds upon the experiences, data as well as lessons learnt⁴ from Phase I. It shares common goals with Phase I global monitoring and evaluation process. These include:

- a. raising awareness amongst stakeholders about the DESD;
- b. providing opportunities for reflection and learning;
- c. monitoring progress across a range of sectors (e.g. formal education, community, government, business);
- d. assessing changes (in processes and learning at Phase II)⁵;
- e. providing a regional as well as a global map of progress; and
- f. assessing the contribution of UNESCO to the DESD and the lessons learnt in the process of implementation.

The GMEF Phase I and II are underpinned by the major thrusts of ESD (see Appendix 2) and global milestones for the Decade (see Appendix 3) as identified in the DESD International Implementation Scheme (2005). Amongst others, the documents have been guided by the Bonn Declaration (see Appendix 4) which sets out a clear vision for ESD for forthcoming years within the context of the DESD; and, 'UNESCO's Strategy for the Second Half of the DESD' (2010) which acknowledges the critical role of monitoring and evaluation. The latter also emphasises the importance of celebrating good practice as well as the need for regional capacity building in monitoring and evaluation of ESD.

3. The Objectives of Phase II

The 2011 report will focus on processes and learning in ESD⁶. The term 'processes' in this context, refers to engagement opportunities, pedagogical approaches or teaching and learning styles adopted to implement ESD in different levels and settings of education. 'Learning' for ESD refers to what has been learnt and is learned⁷ by those engaged in ESD, including learners, facilitators, coordinators as well as funders.

The MEEG, at its November 2009 meeting defined the objectives of Phase II of the DESD M&E process as:

⁴ See Appendix 1 for a summary of lessons learnt from Phase I of the global M&E process undertaken between 2007-2009.

⁵ Phase I assessed changes in context and structures and Phase III will report on outcomes and impact.

⁶ It is acknowledged that ESD is not often a stand-alone project or effort. ESD can be a strand or component of a sustainable development initiative

⁷ Often learning is interpreted as the gaining of knowledge, values and theories related to sustainable development but in ESD it also refers to learning to think in different ways; learning to ask critical questions; learning to clarify ones own values; learning to think systemically; learning to work with others to solve problems and address issues.

1. **CLARIFICATION:** To clarify which learning processes should be promoted to facilitate learning in ESD and to identify learning opportunities (projects, programmes or activities) in ESD that in turn promote and facilitate sustainable development;
2. **RANGE AND DIVERSITY:** To capture the range of levels and settings of education (formal, non-formal and informal), where the processes and learning for ESD are taking place;
3. **ENGAGEMENT:** To identify who is involved in the processes and learning for ESD (as providers, funders, recipients and beneficiaries) and to identify how the stakeholders mentioned are involved in the processes and learning in ESD);
4. **INTENTIONS:** To determine what existing processes for ESD aim to achieve – whether the processes have normative aims (for example, including ESD curricula) and/or learning aims (for example, increase and enhance the awareness of ESD and capacity-building of stakeholders);
5. **CHANGE:** To examine (i) what has started to change; (ii) what has been learnt in the process of reorienting education systems towards ESD; (iii) whether opportunities for ESD outside of education systems have increased; and, (iv) to what extent it is contributing to advancing sustainable development specifically in the context of processes and learning.

These objectives underpin the proposed framework. Other critical inputs are the recommendations enshrined in the Bonn Declaration (2009) which have also been considered as guiding principles in the development of the Phase II framework (see Appendix 4). The Bonn Declaration was developed in consultation with multiple stakeholders and thus provides a good basis for the development of the framework⁸.

Also informing this framework is MEEG's recommendation that:

‘Phase II framework should include both policy and practice levels as well as the different settings of education. It is important as well to capture what stakeholders, in their roles (as funders, beneficiaries, etc) are doing with regard to processes and learning in ESD’

(UNESCO MEEG 2009 p.2).

4. Consultation with Stakeholders in the Planning Stage

The DESD Secretariat engaged with key international stakeholder groups at a very early stage in the planning process for Phase II. The intention was to involve stakeholders in defining processes and learning for sustainable development and ascertain the range of experiences which may come under the scope of Phase II. In October 2009, an online survey was developed and thirteen⁹ major international stakeholder groups were asked to answer eight key questions:

Q 1 - How do you define processes and learning for sustainable development?

Q.2 - What has been learnt by your organization and its partners in terms of learning outcomes and impacts in the process of developing and implementing initiatives in ESD?

⁸ This follows the advice of the MEEG as recorded in the MEEG Meeting which took place 20th Nov 2009

⁹ Please refer to Appendix 5 for a full list of the international stakeholders invited to participate in this survey.

Q.3 - What strategies have you used to introduce ESD in your work, in formal, non formal and informal education?

Q. 4 - Have you conducted or undergone programmes or activities where systemic approaches to learning and teaching (that include key elements for sustainable development) were adopted?

Q. 5 - Are you familiar with ESD-related pedagogical strategies that incorporate indigenous learning in terms of content and approaches?

Q. 6 - Are you aware of examples at different levels (national, regional and local) that deal with teaching and learning for sustainable development innovatively?

Q. 7 - Has your organisation assessed progress in processes and learning in ESD over the last 3-5 years?

Q. 8 - Are you familiar with any studies that assess learning for sustainable development or evidenced the effectiveness of DESD-related programmes?

Four responses were received. These are summarised in Appendix 6. The answers to the above questions alerted to the need to construct a monitoring and evaluation framework for Phase II which:

- (i) interprets 'processes' as approaches, plans and structures which underpin ESD experiences
- (ii) interprets 'learning' as explorations, deep understanding as well as outcomes arising out of implementing process. Learning occurs through reflection, engagement and collaboration as well as through the acquisition and application of new knowledge.
- (iii) frames ESD experiences loosely to include learning which arises in organisations or groups seeking to become more sustainable.
- (iv) recognises a diversity of goals, as well as ways in which ESD can have influence or impact on people and environment.
- (v) recognises that there are few systematic or documented evaluation experiences in ESD and that studies which assess the effectiveness or value of ESD are rare. This will make it difficult to locate evaluated experiences necessary for effectively addressing the last objective of Phase II which considers changes and impacts resulting from ESD.

The limited number of responses also indicated that another mechanism for engaging with the key international stakeholder groups during Phase II was required.

5. The Framework

At their November 2009 meeting the MEEG advised that Phase II should rely more on qualitative than quantitative data and that richer and deeper analysis of processes and learning was required. This, it was argued, would shape the Phase II framework and indicators (UNESCO MEEG 2009 p.2).

The framework for Phase II thus combines participatory monitoring, documentary analysis, self-reporting, expert evaluation, key informant analysis and stakeholder validation processes to increase opportunities for engagement as well as assure representation and validity of the data.

The following six components underpin Phase II of Global Monitoring and Evaluation Framework:

- **Review of authoritative literature:** The purpose of the literature review is to address the first objective of the Phase II which seeks clarification on: i) what are commonly accepted learning processes which are aligned to ESD and should be promoted through ESD activities; and, ii) which learning opportunities (projects, programmes or activities) in ESD promote and facilitate SD. This review would be drawn through a variety of authoritative sources of literature from across the globe and would be validated by stakeholders through an on-line process. It will inform data collection as well as evaluation assessments undertaken as part of the case study analysis.

- **ESD Portal of Experiences:** In order to capture the diversity of types, levels and settings of learning activities in ESD at both policy and practice, an inventory or collection of ESD experiences will be established. Stakeholders would be invited to submit information about their programmes and activities. These data will be used to address objectives 2, 3 and 4 of Phase II.

- **Case Studies of ESD:** The case studies will be constructed through a series of interviews as well as documentary analysis. These case studies will capture rich qualitative data and interrogate experiences in a way which assist the Phase II process to address deeper questions regarding processes and learning experiences (objectives 3 and 4) as well as what has started to change (required to fulfill objective 5). The experiences captured in the ESD collection will inform the selection of case studies. The case studies would reflect the range of local, national, regional, international initiatives as well as variety of 'content' or themes associated with sustainable development.

- **Brief Questionnaire for Member States:** Brief questionnaires will be devised and administered at country level to increase awareness of the DESD and provide opportunities for self-reporting as well as reflection on national progress. Questionnaire respondents will be asked to engage a range of national stakeholders actively in collecting data and responses. The focus of this data capture method is on documenting what has changed (specifically in structures and contexts) since the last reporting period and to begin to assess what influence or impact these structures and contexts are having on processes and learning. National Commissions and agencies will be asked to reflect on what has been learnt in the process of implementing ESD since the start of the DESD. These data will contribute to objective 5 of Phase II.

- **Key Informant Analysis:** This will have two strands. The first strand involves key regional stakeholders convened by the UNESCO Regional or Cluster Offices to reflect on regional trends and experiences as well as identifying what has started to change and how this has contributed to advancing sustainable development. Brief regional reports would be submitted to address objective 5. Data collected from the member states questionnaires will also inform the regional discussions.

The second strand engages key international stakeholders groups in reflecting upon global trends and experiences in relation to processes and learning across a variety of sectors. The international group will be convened by the DESD Secretariat. These Key Informant Groups will also provide an important contribution to identifying 'what has begun to change over the last 5 years', 'what has been learnt in the process of implementing ESD'; and, 'to what extent this has assisted in advancing sustainable development'. These strands provide important data for addressing objective 5 of Phase II.

- *Internal Assessment of UN Agencies Contribution to DESD:* The DESD is a UN initiative and thus it is important to capture and reflect upon how UN agencies are contributing to the goals of the DESD. This component also has two strands. The first strand would engage with the UN inter-agency Committee for DESD in a critical self-assessment against defined criteria. Strand 2 is more UNESCO focused and engages with (i) the leaders of the UNESCO Intersectoral Platform based in Paris and (ii) the UNESCO Regional Offices and selected Cluster Offices in a more in-depth reflection of the contribution of UNESCO to the DESD. A portfolio of evidence will be established through this process which will be independently validated. A forum for sharing results of self-assessment, experiences and lessons learnt also forms part of this component

To ensure the robustness of the GMEF it is vital that linkages be established between the components identified above. The Operational Plan is designed to enable these linkages.

6. The Operational Plan

The Operational Plan for Phase II of the Global Monitoring and Evaluation Framework (GMEF) frames the sequence of monitoring activities and aligns them to biennium reporting timelines. It further defines the GMEF in practice and considers capacity building needs, resourcing possibilities and constraints. The Plan also identifies who should be involved and defines responsibilities as well as support mechanisms at various levels.

6.1. Review of authoritative literature

The purpose of the literature review is to address the first objective of the Phase II which seeks clarification on:

- i) What are commonly accepted learning processes which are aligned to ESD and should be promoted through ESD activities;
- ii) Which learning opportunities (projects, programmes or activities) in ESD promote and facilitate SD.

Development and implementation considerations

It is advised that:

- o the review be drafted at the start of the global monitoring and evaluation process for Phase II;
- o it is consistent with the principles and approaches identified in key UNESCO sources including: the International Implementation Scheme, Bonn Declaration, UNESCO strategy for the second half of the DESD;
- o it draws from a variety of authoritative sources of literature from across the globe written in different languages. UNESCO DESD Secretariat, UNESCO MEEG, UNESCO Chairs as well as UNESCO Regional and Cluster Offices have a role in sourcing relevant material and thus ensuring that cultural differences are reflected in the review;
- o the final draft of the review be validated by stakeholders through an on-line process - the document should be hosted on the UNESCO DESD webpages for stakeholders to access;

- the literature review informs data collection as well as evaluation assessments undertaken as part of the case study analysis; and,
- the literature review informs the first chapter of the 2011 DESD M&E report.

6.2 ESD Portal of Experiences

In order to capture the diversity of types, levels and settings of learning activities in ESD at both policy and practice (objectives 2 and 3), an inventory or collection of ESD experiences will be established. Stakeholders would be invited to submit information about their programmes and activities directly online or via regional and cluster offices where access to internet is an issue.

Development and implementation considerations

It is advised that:

- a template be developed by the Global Report Coordinator, in consultation with MEEG and DESD Secretariat, to assist with collecting relevant information. The template is to be completed by those submitting examples of ESD experiences and should draw from the existing UNESCO Good Practice in ESD template¹⁰;
- The template should assist with documenting the ‘why’, ‘what’, ‘who’ and ‘how’. This template should be available on-line via the DESD website with links from all UNESCO regional and cluster offices.
- boundaries are defined in terms of what constitutes an ESD experience but that at the same time, examples be provided which capture a range of possible topics as well as target groups to demonstrate that ESD is not limited to formal education experiences in schools;
- the term ‘experiences’ is defined inclusively to refer to the processes and learning associated with an ESD funding or strategy process, plan, programme, project or activity.
- submission of local, national, regional and international experiences is invited. A good communication plan is needed to reach out to a variety of stakeholders so that diversity is truly captured;
- UNESCO regional and cluster offices are involved in the call for examples but also in supporting the process so that a diversity of cases studies is submitted.
- The data collated via the portal forms the basis of Chapter 2 of the Global Progress Report for 2011.

The completed templates will constitute an important data source for the Global Report Coordinator who would use this information to inform the global report but also to identify a number of potential

¹⁰ UNESCO and the UNECE ESD secretariat partnered in 2006 to collect good practices in ESD in the Europe/North America region. A template was developed for these purposes which can be used to inform the collection of experiences in Phase II.

case studies in close collaboration with the MEEG and DESD Secretariat for further investigation (see *Case Studies of ESD* below).

6.3 Case Studies of ESD

Case studies provide rich qualitative data which permit a deep analysis of processes and learning as they occur within specific contexts. Informed by submissions to the ESD Experiences Portal, the Global Report Coordinator would identify potential case studies from around the world capturing a range of contexts and issues associated with learning for sustainable development¹¹. The Coordinator would then collect further data through a series of telephone interviews as well as documentary analysis. The case studies will (i) assist in illustrating objectives 2.3 and 4 of Phase II of the global monitoring and evaluation process and (ii) interrogate experiences in a way which captures what has started to change contributing to objective 5.

Development and implementation considerations

It is advised that:

- Careful thought is given to the selection of case studies to ensure that diversity is reflected in the cases selected e.g. capture at least one local, national, regional, international experience; capture case studies from a funders/beneficiaries perspective as well as facilitators or drivers of the initiative; capture a diversity of topics or issues related to sustainable development; etc.,

- UNESCO Chairs as well as Regional and Cluster Offices are involved in the selection of case studies and assist with the process of data collection. It may be difficult for the Global Report Coordinator to ascertain whether enough documentation or data are available for a case study from the templates submitted. Thus the involvement of these key stakeholders is important in informing the choice of case studies and further collection of data from their regions or thematic areas.

- That a template is developed for data collection which will enable the case studies to focus sharply on processes and learning as well as ask questions regarding what has started to change in, and as a result of, ESD.

- At the end of the process, the Global Report Coordinator advises to whether any of the chosen case studies could be revisited in 2013 - when the 2015 report on outcomes and impact is prepared.

- The case studies and analysis of data they present form the basis of Chapter 3 of the Global Progress Report.

6.4 Brief Questionnaire for Member States

Brief questionnaires will be devised and administered at country level to increase awareness of the DESD and provide opportunities for self-reporting as well as reflection on national progress. The questionnaires will be sent to UNESCO National Commission, Permanent Delegations and national agencies. Questionnaire respondents are asked to engage a range of national stakeholders actively in collecting data and responses. The focus of this data capture method is on documenting what has changed (specifically in structures and contexts) since the last reporting period and to begin to assess what influence or impact these structures and contexts are having on processes and learning. National

¹¹ It is acknowledged that ESD is not often a stand-alone project or effort. ESD can be a strand or component of a sustainable development or related initiative

Commissions and agencies will be asked to reflect on what has been learnt in the process of implementing ESD since the start of the DESD. These data will contribute to objective 5 of the Phase II framework.

Lessons learnt from Phase I confirmed that questionnaires do not provide the best mechanism for collecting data for monitoring and evaluation purposes, but that they can be a valuable mechanism for raising awareness and encourage policy and decision-makers to review their ESD commitments and activities.¹²

The DESD focal points in the Regional and Cluster Offices are key to the success of this component of the Global Monitoring and Evaluation Framework. It is suggested that the DESD Secretariat support the DESD focal points from Regional and Cluster Offices through funding capacity building workshops and support to contribute meaningfully to this and other components of the Phase II framework. The MEEG should be involved in facilitating the capacity building opportunities and providing advice where appropriate (see 6.8).

Development and implementation considerations

It is advised that:

- the Global Report Coordinator develops the questionnaire taking into consideration the value and limitations of the Phase I questionnaire from his perspective but also incorporating the feedback provided by respondents;
- the questionnaire focuses on what has changed (specifically in structures and contexts) since last reporting period and begins to assess what influence or impact these structures and contexts are having on processes and learning
- closed and open ended questions are used to capture a range of responses
- respondents are asked to provide evidence to support their responses;
- the questionnaires are available in English, French, Spanish (and possibly Arabic and Mandarin).
- The questionnaires are accompanied by a guidelines document that has been developed to assist with the completion of the questionnaires. The guidelines document is also available English, French, and Spanish.
- UNESCO Regional Offices, in close consultation with UNESCO Cluster Offices and National Office, clearly identify which stakeholders might participate in completing the questionnaire;
- Regional and Cluster Offices alert the relevant agencies to the arrival of the questionnaires at least 4 weeks before distribution;
- the questionnaires and accompanying guidelines are sent to National Commissions and Permanent Delegations by the DESD Secretariat, Regional Offices send the questionnaire and guidelines to National and Cluster Offices;

¹² The MEEG at its November 2009 meeting identified governments as an important stakeholder in the monitoring and evaluation process and agreed that questionnaires provided a useful tool for reaching this sector.

- National and Cluster Offices encourage National Commissions to nominate a focal point to lead the questionnaire process at the national level and engage a range of stakeholders actively in collecting data and collating responses;
- the completed questionnaires are sent to the ESD focal point in the UNESCO Regional Offices;
- The DESD Regional Teams (see 6.5) engaged in the Regional and Cluster Office capacity building workshops review the questionnaires and assist in compiling regional summaries which will be sent to the Global Report Coordinator. They become Key Informants (see 6.5) and are tasked with identifying key regional experiences and trends but also what has started to change and how this has contributed to advancing sustainable development.
- The data, and analysis of the data, will inform Chapter 4 of the Global Progress Report ‘ESD Thus Far: what has been learnt? and what has begun to change?’

6.5 Key Informant Analysis

Key Informant Analysis is an important component of Phase II monitoring and evaluation process for DESD. It provides an opportunity for key regional and international stakeholders with significant experience in policy and/or practice to inform the analysis of data collected as part of Phase II.

The Key Informant Analysis will consist of two strands:

Strand 1: This involves key regional stakeholders convened by the UNESCO Regional or Cluster Offices as identified above to form a DESD Regional Team. They would be responsible for writing brief regional reports based on data collected from the national questionnaires but also their regional discussions (see 6.4).

Strand 2: The second component engages key international stakeholders groups in reflecting upon global trends and experiences in relation to processes and learning and in relation to a variety of sectors. The international group will be convened by the DESD Secretariat and would rely on data collected through the ESD portal but also international discussions they will lead with their stakeholders.

These strands will provide important data for addressing objective 5 of Phase II. They will be asked to identify ‘what has begun to change over the last 5 years’, ‘what has been learnt in the process of implementing ESD’; and, ‘to what extent this has assisted in advancing sustainable development’.

Development and implementation considerations

It is advised that:

Strand I:

- clear briefs and capacity building opportunities are provided for the newly established DESD Regional Teams on the ESD, DESD, GMEF and how to analyse data (see 6.8 for details).
- Careful consideration is given to the composition of the DESD Regional Teams so that trends and changes in ESD across policy and practice across the region may be captured.

- Timelines for the DESD Regional Teams are developed by the UNESCO Regional and Cluster Offices before the end of May to take into consideration stakeholder availability and regional holidays. Early planning and confirmation of dates is strongly recommended.

Strand II:

- the same international stakeholder groups engaged in Phase I are approached in Phase II
- a face to face meeting rather than electronic survey is strongly recommended.
- the groups are provided data submitted for the ESD portal which is relevant to their sector and/or thematic area for comment/analysis.
- the groups are asked to lead a consultation with their stakeholders as part of the process of analysis.
- a one day meeting is held so that dialogue can occur between the key stakeholder groups regarding progress in ESD during the DESD.

The data, and analysis of the data, arising from this component will inform Chapter 4 of the Global Progress Report 'ESD Thus Far: what has been learnt? and what has begun to change?'

6.6 Internal Assessment of UN Agencies Contribution to DESD

The DESD is a UN initiative and thus it is important to capture and reflect upon how UN agencies are contributing to the goals of the DESD. This component also has two strands.

Strand I: This strand engages the UN inter-agency Committee for DESD in a critical self-assessment against defined criteria. The UN Inter-agency Committee brings together FAO, ILO, UNAIDS, UNDP, UNFPA, UN-HABITAT, UNHCR UNESCO, UNEP, UNICEF, UNU, WFP, WHO, World Bank, and WTO. The UNFCCC (United Nations Framework Convention on Climate Change) and UNCCD (United Nations Convention to Combat Desertification) are also part of the IAC as observers.

Strand II is UNESCO focused and engages with (i) the leaders of the UNESCO Intersectoral Platform (IP) based in Paris and (ii) the UNESCO Regional Offices and selected Cluster Offices in a more in-depth reflection of the contribution of UNESCO to the DESD. As lead agency for the DESD, UNESCO has a leading role - catalysing, coordinating and lending support to the global process. The plans and activities which contribute to this role will be assessed.

A portfolio of evidence will be established through this process which will be independently validated. A forum for sharing results of self-assessment, experiences and lessons learnt also forms part of this component.

Implementation considerations

It is advised that:

Strand I

- the contact or focal point for the UN Inter-agency Committee for DESD is briefed early on;

- members of the UN Inter-agency Committee for DESD are briefed electronically;
- a template is developed by the DESD Secretariat (in close consultation with the Global Report Coordinator and the MEEG) to capture the contributions of the UN agencies as well as lessons learnt and changes in relation to processes and learning experienced by members of the UN Inter-agency Committee for DESD.
- Template is sent to members of UN Inter-agency Committee for DESD who are asked to consult with colleagues across their agency.
- A date is identified when the UN Inter-agency Committee for DESD meet to present the data collected. Each UN agency presents the completed template but also a brief presentation outlining key information. The meeting is to serve as knowledge sharing but also as a reflective platform; and,
- The template and presentation form part of a portfolio of evidence which is independently validated and forms part of the 2011 Global Progress Report.

Strand II

- A series of questions for self-assessment and guidelines on how to complete the portfolio of evidence is sent to Regional Offices and leaders of the UNESCO Intersectoral Platform (IP);
- The questions invite UNESCO colleagues to engage with their teams and stakeholders in a review of progress associated with ESD processes and learning during the DESD;
- An evaluator (perhaps a member from MEEG) would then validate the portfolio of evidence and provide feedback;
- A meeting is convened where the UNESCO Intersectoral Platform (IP), the UNESCO Regional Office ESD Focal points and representative members of the MEEG come together to present the data collected through the template and provide reflections; and,
- The Global Report Coordinator integrates key reflections from self evaluation and seminar and provides a 2-3 page summary of progress and learning. The results and insights communicated at the meeting will inform the Global Reports in 2011.

The data collected from this component will inform Chapter 5 which will focus on the contributions of the UN to the DESD of the 2011 DESD M&E report.

This report will be presented at the UNESCO Executive Board and the UNESCO General conference scheduled for the autumn 2011.

6.7 Capacity Building for Data Collection and Analysis

Capacity development for monitoring and evaluation is an important and integral component of Phase II of the DESD M&E process that focuses on processes and learning for ESD. A key lesson learnt from Phase I is the need to strengthen the capacity of UNESCO Regional Offices, Field and Cluster offices and relevant stakeholders to better monitor and evaluate the DESD. It is therefore recommended that capacity development workshops are held in the following regions: Africa, Arab

States, Asia/Pacific and Latin America and the Caribbean in collaboration with the UNESCO Regional Regional and Cluster Offices.

The capacity development activities could be undertaken in two steps:

- Establishment of DESD Regional Teams for Phase II. The teams should include an ESD focal point from the UNESCO Regional Office, staff member/members from UNESCO Cluster offices in the region who would be invited by the Regional Bureau and a member of the MEEG (in advisory capacity).
- Organisation of a three day workshop at the Regional Office ***OR*** workshops in several Cluster offices of the region.
The aim of the workshop should be:
 - to share common understanding of ESD and strengthen awareness of the DESD
 - to strengthen the monitoring and evaluation capacities particularly with relation to processes and learning for ESD;
 - to assist participants to identify what has changed in the past five years and since Phase I of the DESD M&E process. This would inform objective 5 of the Phase II framework.

Apart from focusing on processes and learning for ESD, the 2011 DESD M&E report will also be preparing the ground for the final phase of the DESD M&E process. To this end, the report will also focus on change that has occurred in the past five years with regard to ESD and due to the DESD.

The target audience of the capacity development activities would be members from Ministries of Education, Environment and related fields as well as UNESCO National Commission staff and stakeholders. There should be an emphasis on countries of the region that did not respond to the 2008 DESD M&E questionnaire.

This capacity building component is important to ensure that regional stakeholders are able to contribute meaningfully to the Phase II data collection and analysis. It also lays the foundation for Phase III of the DESD M&E process that relates to data collection associated with outcomes and impacts of the DESD.

6.8 ESD Indicators

Phase II of the Global Monitoring and Evaluation Framework is underpinned by a set of global indicators concerning, processes and learning. These are listed in Appendix 7.

The indicators cut across specific sectors and are relevant to all countries. They combine context, learning, process and performance indicators to provide an indication of the type and scale of progress during the DESD.

The choice of indicators was informed by:

- a. the objectives and global milestones identified in the DESD International Implementation Scheme; and,
- b. the work undertaken by the UNECE Experts Group on Indicators and UNESCO IUCN Asia Pacific Indicators Project. Their pioneering work in developing and trialing ESD indicators is acknowledged.

Implementation considerations

The indicators listed in Appendix 7 are not a definitive list of indicators and should evolve as the monitoring and evaluation process is implemented. The MEEG will take responsibility for reviewing

the list at the end of each reporting period and generating indicators for each cycle in close consultation with the DESD Secretariat and Regional and Cluster Offices.

7. The 2011 DESD Monitoring and Evaluation Report

The 2011 DESD Monitoring and Evaluation Report will be developed on the basis of the information generated from the six components of the GMEF. A potential structure for the DESD M&E report could be:

Introduction: DESD and ESD

Chapter 1 Summary of GMEF Phase II Framework and literature Review

Chapter 2 Review of Processes and Learning (capturing diversity and trends)

Chapter 3 Case Studies – illustrations of ESD processes and learning in context

Chapter 4 ESD Thus Far: What has been learnt and what is beginning to change

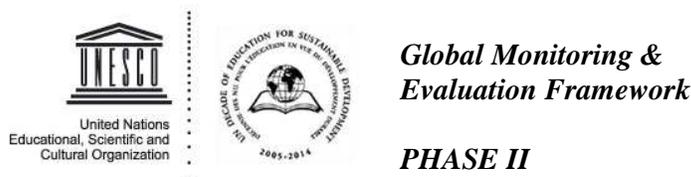
Chapter 5 UN Contribution to the DESD

Chapter 6 Recommendations

The above provides a possible structure. However, the literature review, mentioned earlier in this document, may generate an alternative framework for organising the report.

8. Communication

As with Phase I, it is suggested that some visual identity be established for activities associated with the Global Monitoring and Evaluation Framework to distinguish them from other initiatives. This would contribute to raising awareness of the DESD monitoring and evaluation task but also assist stakeholders to link the various components and activities of the Framework. The proposed visual identity for the GMEF is shown below:



It is also advised that an inviting and user-friendly GMEF web page be developed and updated regularly. The web page would be located within the DESD website. The web page will outline the process and invite stakeholders to become involved in the process through the various components of the GMEF. The 2009 DESD M&E report as well as draft and final versions of the 2011 DESD M&E report would be posted on this web page.

9. Alignment with UNECE Reporting Cycles

It is important to ensure that there is alignment between the UNESCO Global Monitoring and Evaluation Framework and the United Nations Economic Commission for Europe (UNECE) reporting cycles on ESD,

The UNECE process dates back to 2005 when the environment and education ministers of member States adopted the UNECE Strategy for ESD. The Strategy is a policy tool that helps the countries of the region to introduce and promote ESD in national formal, non-formal and informal education. To facilitate, and evaluate the Strategy's implementation; provide opportunity for self-assessment and

raise awareness at the national level; and, share experience within the region, the member States agreed to periodically assess the implementation process based on an agreed unified reporting format and a clear set of indicators.

Work under the Strategy constitutes an important contribution to the UN DESD. Taking into account numerous synergies and mutual benefits between the two assessment processes, the ministers of education and environment of the UNECE region decided that a single national report on the implementation of the Strategy should serve as a report on the implementation of the DESD.

In 2010, the two assessment processes – reporting under the UNECE Strategy and monitoring and assessment under the DESD - will proceed along complementary timelines. With the national reports under the UNECE Strategy on ESD due for formal submission on 1 October 2010, national work and stakeholder consultations should begin already in April –May 2010. The work under the Global M&E Framework will commence later in 2010 with the DESD M&E report due in June 2011.

When preparing their national 2010 implementation reports under the UNECE Strategy for ESD, National Focal Points will therefore will be encouraged to:

- i) carefully study the Global M&E Framework prepared by UNESCO and to include in their UNECE reports information that can be reflected in the Global Assessment when preparing answers, particularly with regard to any ESD experiences and case-studies relevant to processes and learning;
- ii) consider the issues raised in the UNESCO questionnaire and reflect any relevant information when filling in the UNECE reporting format;

The national reports under the UNECE Strategy due on 1 October 2010 will then be considered by the UN DESD M&E experts in preparing the Global Process Report in 2011.

10. Timelines

Appendix 10 illustrates the development of activities over time and in relation to the various components of the GMEF Phase II.

11. Limitations of Phase II Framework

It is important to acknowledge the limitations of the Global Monitoring and Evaluation Framework presented here:

- a) The Global Monitoring and Evaluation Framework has been developed to assess implementation of the DESD. In reality, it is more likely to capture the changes occurring during the ten year period marked by the DESD and not just initiatives developed under the label of the DESD. It will prove difficult to discern which plans, policies and activities were developed specifically for the DESD and which have gained or gathered momentum because of the existence of the DESD.
- b) Resource and time constraints will mean that it will be difficult to reach everyone involved in DESD or ESD activities.
- c) Although a baseline assessment of progress was sought in Phase I, data collecting and reporting is in its infancy. This means that the relevant data are not readily available. The lack of resources means that only information that is available can be compiled. This limits the

depth and reach of the global monitoring process. The GMEF recognises that at the mid point in the process of Decade implementation most of the information available relates to inputs, investments and to some extent outcomes rather than impacts or performance.

- d) Prior academic or practical knowledge of ESD indicators is limited. The Global Monitoring and Evaluation Framework was built upon the experience of the UNECE and Asia-Pacific regions in this area. However, these experiences are recent and in their early stages of implementation. More research, experiences and dialogue are needed.

12. Finally.....

The Global Monitoring and Evaluation Framework can assist in tracking progress against the goals of the DESD and provide a mechanism for ESD communities across the globe to plan and learn together. It is not intended to be a benchmarking process.

The Phase II framework presented here is designed to collect data and to provide opportunities for reflection as the DESD is implemented in different ways and with different approaches across the globe.

APPENDIX 1

Lessons Learnt from Phase 1 of the Global Monitoring and Evaluation Process

REFLECTIONS FROM MEEG

- 'The linear Structure adopted for Phase I should not be repeated for Phase II. Participants emphasized that the framework for Phase II of the DESD M&E process should include some aspects of Phase III which will focus on the outcomes and impacts of the DESD.'

- 'Language should be kept as simple as possible to avoid ambiguity. Lessons from Phase 1 should be taken on board and there should be intentional efforts to make the framework as user friendly as possible.'

(Source: record of the MEEG Meeting 20 Nov 2009):

REFLECTIONS FROM DESD SECRETARIAT

- There should be an emphasis on capacity building activities to ensure coherence in data capture. This could be ensured by a more planned approach to the capacity development activities at the UNESCO regional and cluster office levels.

- Questionnaires, if utilised for Phase II, should be shorter and simpler to support a higher response rate. 2008 questionnaire was rather long because of the scope that it desired to cover. Perhaps a clearer focus on fewer items could enhance the response rate and improve the quality of the responses.

- There should be an emphasis to reach out to countries that did not complete the 2008 questionnaire.

- Multi-stakeholder participation should be emphasised in filling out DESD M&E questionnaire. Stakeholder participation should include NGOs, civil society, private sector.

- The non-formal and informal sectors need to be well represented in Phase II of the DESD M&E process.

- Efforts should also be made to reach out to permanent delegations at UNESCO HQ to ensure more support to the DESD M&E process in general.

- Involvement of UNESCO IP leaders earlier in the DESD M&E process to ensure a participation in the UNESCO self evaluation process.

(Source: submission 21.3.10)

REFLECTIONS FROM GLOBAL REPORT COORDINATOR

- 'Less is more' - better to have authentic, high quality data (qualitative, quantitative or both) than to try to get as many countries represented in the research. ... Rather go where the energy is, where genuine stories are to be told, but also where people are willing to reflect critically.
- In order to achieve the first it is crucial to identify 'sources' around the globe who are not involved for extrinsic or strategic reasons but for intrinsic ones: people who understand that an evaluation like this one depends on high quality data (valid, reliable, honest, etc.).
- Following up on the last point still: we will need to open this up to the world outside of UNESCO where as lot of ESD-related activity is going on.
- A stronger focus on learning 'outside of school contexts' is necessary as well I think. This includes learning in so-called vital coalitions, in hybrid constellations that blur the formal, informal and non-formal but also learning driven by media and ICTs!
- In terms of process - the Global Report Coordinator will need assistance in collecting and analysing the data - when done right the task is quite daunting. Also, the high quality sources mentioned under the first point need to play a role in validating the final report. The MEEG also needs to play a supporting role, particularly in strengthening the scientific foundation of the report and - along with the REF group, along with others - finding these 'sources' through their networks.

(Source: email 17.3.10)

APPENDIX 2

4 Thrusts of Education for Sustainable Development for DESD

Promoting and improving quality education:

Basic education needs to focus on sharing knowledge, skills, values and perspectives throughout a lifetime of learning in such a way that it encourages sustainable livelihoods and supports citizens to live sustainable lives.

Reorienting educational programmes:

Rethinking and revising education from nursery school through university to include a clear focus on the development of knowledge, skills, perspectives and values related to sustainability is important to current and future societies.

Building public understanding and awareness:

Achieving the goals of sustainable development requires widespread community education and a responsible media committed to encouraging an informed and active citizenry.

Providing practical training:

All sectors of the workforce can contribute to local, regional and national sustainability. Business and industry are, thus, key sites for on-going vocational and professional training, so that all sectors of the workforce can have the knowledge and skills necessary to make decisions and perform their work in a sustainable manner.

(‘The DESD at a Glance’, UNESCO information leaflet, 2005)

APPENDIX 3

Key Global Milestones

The Decade is a commitment that will be implemented by Member States according to their priorities and approaches. It also represents a common understanding, as outlined in the relevant GA resolutions (resolutions 57/254, 58/219 and 59/237), to work towards common goals and objectives. Thus, it is important that some common milestones be identified that can be addressed by all actors. These include:

- Clearly indefinable plans and/or activities in place in Member States;
- Identified focal points in Member States with reporting responsibilities
- Regional plans or strategies. These may also be presented at sub regional levels
- Indicators of progress and mechanisms for monitoring their achievement
- Identified sources for technical assistance and examples of good practice
- Information sharing on relevant research, development and innovation;
- Modalities for fostering partnerships;
- Provision of guidance in key areas;
- Mid-Decade and end-of-Decade reports to the UN General Assembly.

UNESCO, in its international coordination role, will work with all partners to develop means and timelines (when appropriate) for the above.

(International Implementation Scheme, UNESCO 2005 p.17)

APPENDIX 4

Extracts regarding Monitoring and Evaluation from the IIS

‘An initiative as long and complex as a Decade must benefit from adequate processes of monitoring and evaluation from the start. Without that, it will be impossible to know if the Decade is making a difference and what that difference is. A key aspect of monitoring and evaluation will be the identification of suitable and relevant indicators at every level – local, national, regional and international and for each initiative and programme.

...both qualitative and quantitative evaluation methods will be necessary to track the DESD as well as longitudinal and community wide studies.’

(IIS, UNESCO 2005 p.21)

APPENDIX 5

The Bonn Declaration (2009)

We, the participants gathered at the UNESCO World Conference on Education for Sustainable Development held in Bonn, Germany on 31 March to 2 April 2009, issue the following statement and call for action:

1. Despite unprecedented economic growth in the 20th century, persistent poverty and inequality still affect too many people, especially those who are most vulnerable. Conflicts continue to draw attention to the need for building a culture of peace. The global financial and economic crises highlight the risks of unsustainable economic development models and practices based on short-term gains. The food crisis and world hunger are an increasingly serious issue. Unsustainable production and consumption patterns are creating ecological impacts that compromise the options of current and future generations and the sustainability of life on Earth, as climate change is showing.
2. A decade into the 21st century, the world faces substantial, complex and interlinked development and lifestyle challenges and problems. The challenges arise from values that have created unsustainable societies. The challenges are interlinked, and their resolution requires stronger political commitment and decisive action. We have the knowledge, technology and skills available to turn the situation around. We now need to mobilise our potential to make use of all opportunities for improving action and change.
3. The impacts of unsustainable development, priorities, responsibilities and capacity differ between regions and between developing and developed countries. All countries will need to work collaboratively to ensure sustainable development now and in the future. Investment in education for sustainable development (ESD) is an investment in the future, and can be a life-saving measure, especially in post-conflict and least developed countries.
4. Building on the Jomtien, Dakar and Johannesburg promises, we need a shared commitment to education that empowers people for change. Such education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work. The Education for All agenda underlines that the availability of basic education is critical for sustainable development. It similarly emphasises pre-school learning, education for rural people and adult literacy. Achievements in literacy and numeracy contribute to educational quality, and will also be critical to the success of ESD.
5. Through education and lifelong learning, we can achieve lifestyles based on economic and social justice, food security, ecological integrity, sustainable livelihoods, respect for all life forms and strong values that foster social cohesion, democracy and collective action. Gender equality, with special reference to the participation of women and girl children in education, is critical for enabling development and sustainability. Education for sustainable development is immediately necessary for securing sustainable life chances, aspirations and futures for young people.

Education for sustainable development in the 21st century

6. Education for sustainable development is setting a new direction for education and learning for all. It promotes quality education, and is inclusive of all people. It is based on values, principles and practices necessary to respond effectively to current and future challenges.

7. ESD helps societies to address different priorities and issues: *inter alia*, water, energy, climate change, disaster and risk reduction, loss of biodiversity, food crises, health risks, social vulnerability and insecurity. It is critical for the development of new economic thinking. ESD contributes to creating resilient, healthy and sustainable societies through a systemic and integrated approach. It brings new relevance, quality, meaning and purpose to education and training systems. It involves formal, non-formal and informal education contexts, and all sectors of society in a lifelong learning process.
8. ESD is based on values of justice, equity, tolerance, sufficiency and responsibility. It promotes gender equality, social cohesion and poverty reduction and emphasises care, integrity and honesty, as articulated in the Earth Charter. ESD is underpinned by principles that support sustainable living, democracy and human well-being. Environmental protection and restoration, natural resource conservation and sustainable use, addressing unsustainable production and consumption patterns, and the creation of just and peaceful societies are also important principles underpinning ESD.
9. ESD emphasises creative and critical approaches, long-term thinking, innovation and empowerment for dealing with uncertainty, and for solving complex problems. ESD highlights the interdependence of environment, economy, society, and cultural diversity from local to global levels, and takes account of past, present and future.
10. Linked to different needs and the concrete living conditions of people, ESD provides the skills to find solutions and draws on practices and knowledge embedded in local cultures as well as in new ideas and technologies.

Progress in the UN Decade of Education for Sustainable Development

11. During the first five years of the UN Decade of Education for Sustainable Development (DESD), led and co-ordinated by UNESCO, many countries have made progress in implementing ESD and have designed innovative policy frameworks. A number of UN agencies, NGOs, regional bodies, and partner networks are engaged in concrete activities that support specific areas of ESD. Many people and organisations are committed and engaged in action. Efforts towards better understanding, promotion, implementation and assessment of the quality of ESD are underway. A global monitoring and evaluation framework has been designed. Efforts at the global level have been complemented by regional strategies and initiatives.
12. We recognise that education is a significant factor in improving human well-being. We now have the knowledge and experience available to significantly improve the contents, methods and purposes of education. We know how to begin re-orienting education systems to emphasise lifelong learning. Through ESD, we are learning how to improve links between formal, non-formal and informal education. We know the importance of strengthening and sharing knowledge of educational change processes.
13. Science has provided us with a better knowledge of climate change and of the Earth's life-support systems; it has gathered significant knowledge about HIV and AIDS, malaria, tuberculosis, heart diseases, and other serious health challenges. We know more about natural systems, and human impacts on them, and the ways that biodiversity supports our well-being. We know that current economic thinking has to change, and that there is a need to avoid unsustainable production and consumption and promote and support the emergence of 'sustainably developed' countries. Social science has provided insight into ethical, cultural, cognitive and affective aspects of human development, as well as sociologies of change.

14. We now need to put this knowledge into action. This is especially important to strengthen and extend the outcomes of the DESD in the next five years, but also to ensure longer term implementation of ESD.

A call for action

15. The progress of ESD remains unevenly distributed and requires different approaches in different contexts. In the coming years, there is a clear need for both developed and developing countries, civil society and international organisations to make significant efforts to:

At policy level in member states

- a) **Promote ESD's contribution to all of education and to achieving quality education**, with particular regard to fostering the linkages between ESD and EFA within a coherent and systemic approach. Foster the goals of the ESD agenda in international fora and at the national level.
- b) **Increase public awareness and understanding about sustainable development and ESD**, by mainstreaming and expanding the learning and insights gained in the first five years of the DESD into public awareness policies and programmes and various forms of informal learning. This should include promoting the role and contribution of **the media** for fostering public awareness and understanding of sustainability issues. It should also include capacity-building of media professionals.
- c) **Mobilize adequate resources and funding in favour of ESD**, in particular through integrating ESD into national development policy and budgetary frameworks, into UN common country programming processes and other country-level policy frameworks (such as sector-wide approaches), as well as into EFA and MDG initiatives. Promote and include ESD in the priorities of foundations and donors.
- d) **Re-orient education and training systems to address sustainability concerns through coherent policies at national and local levels**. Develop and implement ESD policies through co-ordinated inter-sectoral/inter-ministerial approaches that also involve business and the corporate sector, civil society, local communities and the scientific community.
- e) **Develop and strengthen existing international, regional and national enabling mechanisms and cooperation for ESD that respect cultural diversity**. Establish regional and country-level committees, networks and communities of practice for ESD that strengthen local-national, and national-global links, and that enhance **North-South-South** and **South-South co-operation**.

At practice level

- f) **Support the incorporation of sustainable development issues using an integrated and systemic approach in formal education as well as in non-formal and informal education at all levels**, in particular through the development of effective pedagogical approaches, teacher education, teaching practice, curricula, learning materials, and education leadership development, and also by recognizing the significant contribution of non-formal education and informal learning as well as vocational and work-place learning. Sustainable development is a cross-cutting theme with relevance to all disciplines and sectors.

- g) **Reorient curriculum and teacher education programmes to integrate ESD into both pre-service and in-service programmes.** Support teacher education institutions, **teachers and professors** to network, develop, and research sound **pedagogical practice**. Specifically support teachers to develop ESD strategies that can work with large class sizes, and to evaluate ESD learning processes.
- h) Promote evidence-informed policy dialogue on ESD, drawing upon relevant **research, monitoring and evaluation strategies**, and the **sharing and recognition of good practices**. Develop national ESD indicators that inform the effective implementation and review of ESD outcomes and processes.
- i) **Develop and extend ESD partnerships to integrate ESD into training, vocational education and workplace learning** by involving civil society, public and private sectors, NGOs, and development partners. ESD should become an integral part of the training of leaders in business, industry, trade union, non-profit and voluntary organizations, and the public services. Re-orient TVET programmes to include ESD.
- j) **Involve youth in the design and implementation of ESD.** Engage the commitment, solidarity and potential of youth and their organisations and networks in enhancing ESD. Foster young people's ownership of ESD questions and issues.
- k) **Enhance the major contribution and key role of civil society** in stimulating debate and public participation, and initiating ESD actions. Explore ways to further this involvement and commitment.
- l) **Value and give due recognition to the important contribution of traditional, indigenous and local knowledge systems for ESD** and value different cultural contributions in promoting ESD.
- m) ESD should actively promote **gender equality**, as well as create conditions and strategies that enable women to share knowledge and experience of bringing about social change and human well-being.
- n) **Develop knowledge through ESD networking.** Identify and support schools, universities and other higher education and research institutions, education centres and education networks that could serve as centres of expertise and innovation that develop and share knowledge, and create resources for ESD. Explore the potential of specific geographical and bioregional sites which can serve as spatially defined 'laboratories' for ESD.
- o) Encourage and enhance **scientific excellence, research and new knowledge development** for ESD through the **involvement of higher education institutions and research networks** in ESD. Mobilise the core functions of universities: teaching, research and community engagement to strengthen global and local knowledge of ESD, and utilise the UNESCO ESD Chairs and UNESCO programme networks in this process. Establish institutional and organisational structures that facilitate flexibility, student participation, and multi-disciplinary programmes and develop model projects that can respond to the complexity and urgency of ESD. Reward structures should be developed and implemented to support ESD initiatives and research in higher education.
- p) **Develop institutional mechanisms** during the UN Decade of Education for Sustainable Development and other ongoing Decades, such as the UN Decade for Action 'Water for Life', that will ensure that ESD continues to be implemented beyond those Decades.

- q) **Engage the expertise available within the UN system** to strengthen ESD in key sustainable development conventions; for example, those focusing on biodiversity, climate change, desertification and intangible cultural heritage.
 - r) **Intensify efforts in education and training systems to address critical and urgent sustainability challenges** such as climate change, water and food security by developing specific action plans and/or programmes within the DESD umbrella and partnership framework.
16. The participants in the 2009 World ESD Conference request UNESCO, as lead agency responsible for the DESD, to:
- a) Enhance its leadership and co-ordination role for the DESD based on the International Implementation Scheme in co-operation with other UN agencies and programmes such as UNEP, UNU, the EFA convening agencies (UNICEF, UNDP, UNFPA and the World Bank) - amongst others, and incorporate ESD into 'one UN' strategies at country level, particularly through UNDAF processes.
 - b) Support member states and other partners in the implementation of the DESD, particularly through upstream capacity-building and policy advice on the development of coherent national strategies, monitoring and evaluation, recognising and sharing good practices on ESD, advocacy and global partnership development, with due consideration to post-conflict and least developed countries.
 - c) Represent and/or promote the ESD agenda in other major education and development forums such as international conferences and negotiations such as the G8, G20, Copenhagen Climate Change Conference, EFA High-Level Group, UN Chief Executives Board, and UNESCO world conferences (amongst other ongoing events and activities).
 - d) Utilize the expertise that exists within UNESCO biosphere reserves, world heritage sites and other science, culture and education programmes, such as TTISSA (Teacher Training Initiative for Sub-Saharan Africa), ASPnet schools and LIFE (Literacy Initiative for Empowerment) to further ESD objectives and ensure that key priorities for ESD are integrated into longer term programmes and strategies within UNESCO.
 - e) Promote ESD-related research through UNESCO's programmes in order to enhance the quality and evidence-base of ESD. Further develop the global monitoring and evaluation system to evaluate ESD and take initiatives to develop international strategies and practices that can lead to a successful conclusion of the DESD with visible and concrete outcomes.
 - f) Highlight the relevance and importance of education and training in the UN Summit on Climate Change (COP 15) in Copenhagen, Denmark, in December 2009 in consultation and co-operation with other partners.
 - g) Intensify efforts and initiatives to put climate change education higher on the international agenda, in the framework of the DESD, in the context of UNESCO's strategy for action on climate change, and as a component of UN-wide action.
17. Furthermore, the participants in this conference undertake to work towards implementation of this Declaration.

18. The participants encourage the mobilization of adequate funding in support of the recommendations contained in this Declaration.
19. The participants in the UNESCO World Conference on Education for Sustainable Development express their gratitude to the German government for hosting this conference, and welcome the intention announced by the Government of Japan to host jointly with UNESCO the end-of-decade world conference on ESD.

Bonn Declaration: <http://www.esd-world-conference-2009.org/en/documents.html>

APPENDIX 6

Consultation with Stakeholders in the Planning Stage: Stakeholders Groups

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7. CSD – Youth Caucus

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12. Inter-Agency Committee for the UN Decade of Education for Sustainable Development

Chair IAC/DESD

UN Habitat/UNEP would be jointly chairing the IAC/DESD from September 2009.

UNEP: Akpezi Ogbuigwe, akpezi.ogbuigwe@unep.org

UN-HABITAT

13. Journalism Global Societies

World Congress of Science Journalists

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World Congress of Journalism and Education

Gilles Berger: g.berger@ru.ac.za

APPENDIX 7

Consultation with Stakeholders in the Planning Stage: Summary of Results

Q. How do you define 'processes' for sustainable development?

- the way in which we plan and structure ESD
- processes are mechanisms that a group or organizations choose or use to become more sustainable
- implementation practices: processes can be explained as that which link teaching to existing infrastructure
- processes could be defined as approaches or methods that allow for the consideration of social, economic and environmental factors for future generations
- processes as a way to teach and demonstrate the theory and practice of sustainability through taking action to understand and reduce unsustainable impacts.

Q. How do you define 'learning' for sustainable development?

- observations we draw from our explorations, deeper understanding of what it means to be sustainable.
- outcomes generated through implementing a process, evaluating its success and identifying changes that bring about improvement
- accumulation of knowledge and understanding the change in sustainability practices
- educative, engaging and collaborative process that involves stakeholders gaining and applying new knowledge in the area of SD.

Q. What has been learnt by your organization and its partners in terms of learning outcomes and impacts in the process of developing and implementing initiatives in ESD?

- increased pro-activity and empowerment of children
- increased capacity of children to finding solutions to problems
- increased perception of students to 'making a difference'
- need for increased higher management commitment and leadership be it universities, NGOs, etc
- ESD often seen as add-on which requires more time from teachers and students

Q. What strategies have you used to introduce ESD in your work, in formal, non formal and informal education?

- constant communication
- making sure everyone has a role
- project-based learning
- auditing organizations
- values clarification

Q. Have you conducted or undergone programmes or activities where systemic approaches to learning and teaching that include key elements for sustainable development were adopted?

- school auditing
- courses in environmental auditing

Q. Are you familiar with ESD-related pedagogical strategies that incorporate indigenous learning in terms of content and approaches?

- indigenous and vernacular solutions to provision to shelter
- natural resource management

Q. Are you aware of examples at different levels (national, regional and local) that deal with teaching and learning for sustainable development innovatively?

- South African Schools Initiative
- National Action Plan for Sustainability work of New South Wales Council on EE
- Schools councils have developed education for sustainability plans with their community

Q. Has your organization assessed progress in processes and learning in ESD over the last 3-5 years?

- Teacher survey
- Stories of Most Significant Change
- SWOT analysis
- Anecdotal evidence

Q. Are you familiar with any studies that assess learning for sustainable development or evidenced the effectiveness of DESD-related programmes?

- Australian Research Institute in Education for Sustainability at Macquarie University.

APPENDIX 8

UNESCO's Role in the DESD

- a. catalyse new partnerships with the private sector, with youth, and with media groups;
- b. encourage monitoring and evaluation;
- c. encourage a research agenda and serve as forum for relevant research on ESD;
- d. serve as forum for bringing together stakeholders in the Decade such as:
representatives of key multi-nationals, faith-based institutions, youth associations,
indigenous people, etc.
- e. share good ESD practice
- f. link member states that have put in place ESD curricula, policies, research etc. with
those Member States that are requesting help;
- g. convene flexible working groups on particular topics; and
- h. Fulfill its strategic role with regards to ESD.

(IIS, UNESCO 2005 p. 16-17)

It is the responsibility of the UN Agencies to promote and support the Decade. The UNESCO leads the DESD and the DESD Secretariat coordinates the DESD (but does not implement the Decade). The activities of the DESD are carried out by nations, governmental agencies, civil society, and international organizations with the support of UNESCO field offices and programme sectors. Individuals and communities as well as large organizations undertake the activities during the DESD.

APPENDIX 9: Global ESD Indicators for Phase II

The Global Monitoring and Evaluation Framework is underpinned by a set of global indicators which provide a way to assess ESD progress during the DESD.

These Global Indicators help provide key pieces of information that summarise:

- What is happening in ESD at a point in time (status indicators);
- What has been put in place to assist the development of ESD (facilitative indicators);
- What has been learnt in the process of implementing ESD (learning indicators);
- What has changed (effect indicators); and
- What progress has been made (performance indicators).

It is necessary to know the current state of play so that we can create a foundation from which to make improvements and monitor progress. This is often done through status or baseline indicators. In Phase I, data collection and reporting played a key role in collecting this baseline data. It focused efforts on status as well as facilitative indicators.

Phase II will seek to address deeper questions relating to what has been learnt in the process of implementing ESD or reorienting education and will attempt to answer the more complex question of what is beginning to change. It will call upon facilitative, learning as well as effect indicators.

Phase III will seek to address critical questions such as: what has changed?; what difference has the DESD made? and, what progress can be documented? Effect, learning and performance indicators will be prominent in this last phase of monitoring and evaluation.

Potential indicators for Phase II are included below. These are based on the 5 key objectives or lines of inquiry identified by MEEG at their November 2009 meeting. It is suggested that these are revised during the process of Phase II in the light of availability or access to relevant data.

PHASE II¹³

Issue 1: CLARIFICATION

Q. Does the authoritative literature identify what are appropriate processes for facilitating learning in ESD?

Q. Is there empirical evidence to suggest that particular learning processes are more effective in attaining the goals of ESD ¹⁴ ?

¹³ Based on the 'Objectives of Phase II' defined on pages 4-5

¹⁴ as defined by the authoritative literature

Q. Which learning opportunities in ESD in turn promote and facilitate sustainable development and how?

Q. Which member state policies and plans explicitly address questions about ESD processes and learning ?

Issue 2: RANGE and DIVERSITY

Q. What are the range of activities (levels and settings) which are undertaken under the banner of ESD?

Q. What topics or themes do ESD activities cover? Who funds or supports ESD activities?

Q. What diversity of cultural and social contexts underpin ESD initiatives?

Q. Are member states policies and plans inclusive of the needs of a range of learners and their diverse needs?

Issue 3: ENGAGEMENT

Q. Who is involved in ESD processes and learning (providers, fundes, recepents and beneficiaries)?

Q. How are these stakeholders engaged in the ESD processes and learning?

Q. Which member state policies and plans explicitly promote engagement of stakeholders in ESD processes and learning?

Issue 4: INTENTIONS

Q. What are the range of intentions of existing ESD initiatives?

Q. Which member state policies and plans explicitly promote ESD processes and learning opportunities which align with the findings of Issue 1?

Q. What are good examples of projects, programmes and activities in formal, non-formal and informal leaning which promote ESD learning processes and opportunities which align with the findings of Issue 1?

Issue 5: CHANGE

Q. What has started to change as a result of ESD?

Q. Which member state policies and plans set out to document change and/or learnings as a result of ESD learning processes and opportunities?

Q. What has been learnt so far through efforts to (i) reorientate education systems towards ESD and (ii) in increasing oppotunities for ESD outside of education systems?

Q. To what extent is it contributing to advancing sustainable development specifically in the context of processes and learning?

APPENDIX 10 – Implementing the GMEF: Step by step

THE LITERATURE REVIEW

PHASE II

ACTION REQUIRED:

	<i>SEC</i>	<i>MEEG</i>	<i>RO &CO</i>
1. Sourcing relevant literature – email to be drafted for circulation to all stakeholders (incl UNESCO Chairs)	√	√	√
2. Review and analysis of literature by consultant			
3. First draft circulated to MEEG and UNESCO internal stakeholders for input	√	√	√
4. Revision of first draft by consultant			
5. Second draft available for online consultation – external stakeholders asked to provide input	√	√	√
6. Revision of second draft by consultant			
7. Final version available	√		

ESD PORTAL OF EXPERIENCES

PHASE II

RESPONSIBILITY

SEC MEEG RO&CO

- | | | | |
|---|---|--|---|
| 1. Global Report Coordinator (GRC) is appointed | √ | | |
| 2. Template is developed by GRC in consultation with DESD Sec and MEEG. | | | |
| 3. DESD Secretariat develops communication email and plan | √ | | |
| 4. UNESCO calls for submissions. | √ | | |
| 5. RO and CO support process to ensure diversity | | | √ |
| 6. GRC reviews data and identifies potential case studies | | | |
| 7. GRC uses data to construct Chapter 2 of the Global Report | | | |

CASE STUDY DOCUMENTATION AND ANALYSIS

PHASE II

RESPONSIBILITY

SEC MEEG RO&CO

- | | |
|---|---|
| 1. Global Report Coordinator identifies case studies to be documented in close consultation with UNESCO Chairs and RO & CO. | √ |
| 2. Data is collected | √ |
| 3. Documentation and analysis of case studies informed by literature review component of M&E framework | |
| 4. Chapter 3 is drafted and circulated to UNESCO stakeholders for comment | |
| 5. Chapter 3 is revised and included in the first draft of the report | |

QUESTIONNAIRE TO MEMBER STATES

PHASE II

RESPONSIBILITY

SEC MEEG RO&CO

- | | <i>SEC</i> | <i>MEEG</i> | <i>RO&CO</i> |
|--|------------|-------------|------------------|
| 1. Global Report Coordinator develops Questionnaire in consultation with MEEG and DESD Secretariat | √ | √ | |
| 2. Questionnaire is circulated | √ | | √ |
| 3. DESD Secretariat provides resources for capacity building to RO & CO to support their participation in Phase II | √ | | |
| 4. DESD Regional Teams are established | | | √ |
| 5. Capacity Building of DESD Regional Teams takes place. These are supported by MEEG. | | √ | √ |
| 6. DESD Regional Teams review data collected via questionnaire at capacity development workshop and submit a regional summary report | | | √ |
| 7. Global Report Coordinator reviews regional summaries. | | | |

KEY INFORMANT ANALYSIS

See above for Strand 1 of Key Informant Analysis. The member states questionnaires and key informant analysis merge as part of the Phase II process. The step by step process outlined below refers to Strand 2 of this component.

PHASE II

RESPONSIBILITY

SEC MEEG RO&CO

- | | |
|--|---|
| 1. Key international stakeholders group are briefed and alerted to timelines and potential involvement in Phase II . | √ |
| 2. A meeting date for representatives of key international stakeholder group is agreed. | √ |
| 3. A template is developed to assist groups with their key informant analysis. | √ |
| 4. ESD portal data are shared with the groups. | √ |
| 5. Groups consult their stakeholders and complete templates. | √ |
| 6. International stakeholder groups attend meeting in Paris | √ |
| 7. Global Report Coordinator captures analysis and includes in 2011 DESD M&E report. | |

UN INTERNAL REVIEW

PHASE II

RESPONSIBILITY

SEC MEEG RO&CO

- | | | | |
|--|---|---|---|
| 1. The Inter-agency Committee focal point is briefed and a potential meeting date identified | √ | | |
| 2. UNESCO Intersectorial Platform and UNESCO Regional Offices briefed | √ | | √ |
| 3. A template is developed to assist with providing summaries and collecting a portfolio of evidence | | | |
| 4. The UN Agencies and UNESCO stakeholders compile data and reflections | √ | | √ |
| 5. UNESCO IP and ROs presentations take place | √ | √ | |
| 6. Global Report Coordinator collects presentations, Summarises and portfolios of evidence for Global Report | | | |

Key:

GRC	Global Report Coordinator
MEEG	Monitoring and Evaluation Expert Group
RO&CO	Regional and Cluster Offices of UNESCO
SEC	DESD Secretariat

APPENDIX 11 : Timeline for Phase II of DESD Monitoring & Evaluation Process

DESD M&E PHASE II	MONTHS	
	2010	2011

	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	
GLOBAL MONITORING & EVALUATION FRAMEWORK (GMEF)																							
TORS developed and consultant identified (mid March)																							
First draft of GMEF developed and shared with DESD Sect., MEEG and the UNESCO Regional Bureaux. (end March-mid April)																							
Consultant integrates all feedback received (end April)																							
Final version of GMEF ready. (early May) Final version of GMEF shared with MEEG and UNESCO Regional Bureaux (early May)																							
DESD M&E web pages developed. The DESD M&E webpages will be an integral part of the (end May)																							

	2010								2011											
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
1. LITERATURE REVIEW																				
First draft available for review by UNESCO internal stakeholders (early June)																				
Consultant integrates feedback (mid June)																				
Second draft developed and made available for validation by stakeholders (end June)																				
Final version available following review by consultant following stakeholder feedback (early July)																				
GMEF COMPONENTS	MONTHS																			

	2010								2011											
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
2. ESD PORTAL OF EXPERIENCES																				
Template is developed DESD Sect in close consultation with DESD Sect. and MEEG.																				
UNESCO invites stakeholders to complete template. The template will be uploaded on DESD website for consultation and completion by stakeholders (early June)																				
UNESCO Regional and Cluster Offices support the process to ensure cultural diversity by encouraging local stakeholders to complete template.																				
Global Report coordinator (GRC) reviews completed templates in close collaboration with the MEEG, DESD Sect, Regional offices and identifies potential case studies (end June)																				
GMEF COMPONENTS	MONTHS																			

	2010								2011											
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
3. CASE STUDIES																				
Information to develop case studies sought from MEEG, UNESCO Regional and Cluster Offices																				
Global Report Coordinator identifies information gaps and seeks information where necessary																				
First draft of case studies and analysis shared with MEEG and UNESCO stakeholders (end Sept)																				
Final version of case studies Ready																				
GMEF COMPONENTS	MONTHS																			

GMEF COMPONENTS	2010								2011												
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	
4. QUESTIONNAIRES																					
First draft of Questionnaire and accompanying guidelines available (end June)		■																			
Questionnaire and Guidelines finalized (MEEG, DESD Sect, and UNESCO regional Bureaux feedback collected)			■																		
Global Report Coordinator finalizes questionnaire (mid Aug)				■																	
Questionnaire and guidelines translated				■																	
Regional Offices send questionnaire and guidelines to Cluster and National Offices DESD Secretariat sends questionnaires and guidelines to Permanent Delegations, Nat Coms (first week of Sept)					■																
Final Deadline for questionnaire (first week of Oct)						■															
Regional summaries completed and sent to Global Report Coordinator (first week of Nov.)							■														

	2010								2011											
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
5. KEY INFORMANT ANALYSIS																				
Key international stakeholders group are briefed and alerted to timelines																				
A template is developed to assist groups with their key informant analysis.																				
ESD portal data are shared with the groups																				
Groups consult their stakeholders and complete templates																				
Completed templates from stakeholder groups sent to GRC																				
Meeting of international stakeholder groups takes place																				
GMEF COMPONENTS	MONTHS																			

	2010								2011											
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
6. UN INTERNAL REVIEW																				
The Inter-agency Committee focal point is briefed and a potential meeting date identified																				
UNESCO Intersectoral Platform leaders are briefed and a potential meeting date identified																				
A template is developed to assist with providing summaries and collecting a portfolio of evidence																				
The UN Agencies and UNESCO Intersectoral platform leaders in close collaboration with colleagues from Regional Bureaux complete template and send to GRC (Sept-mid Oct)																				
UNESCO IP and ROs presentations take place GRC collects presentations, & portfolios of evidence																				
GMEF COMPONENTS	MONTHS																			

	2010								2011											
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
7.CAPACITY BUILDING																				
DESD Sect. shares capacity building background document and workshop proposal template with UNESCO Regional Offices (early May)																				
Regional Offices send completed workshop proposal template to DESD sect.																				
DESD Regional Teams for Phase II are established																				
Funds are made available to Regional Bureaux for conducting workshops																				
Capacity building workshops are carried out at Regional Office or Cluster office levels (June-Oct)																				
GMEF COMPONENTS	MONTHS																			

MEETINGS

	2010								2011											
	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
MEEG MEETINGS																				
8 th MEEG meeting in Paris with other groups- Reference Group, International Stakeholder groups, UNESCO Regional Bureaux and UNESCO Intersectoral platform leaders																				
MEETINGS	MONTHS																			

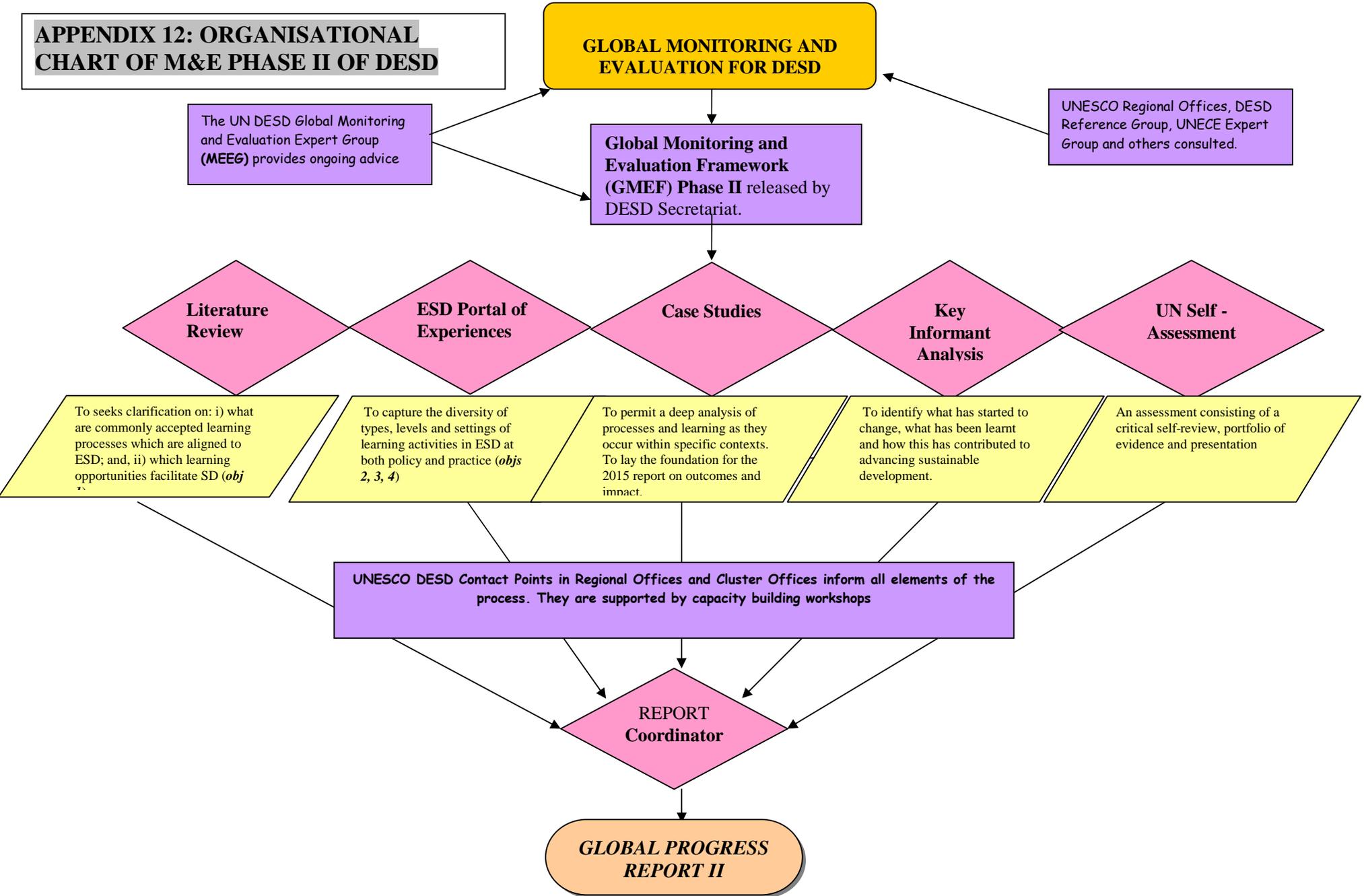
2011 DESD M&E GLOBAL REPORT DEVELOPMENT

	2010												2011											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Global Report Coordinator (GRC) on board. Global Monitoring and Evaluation Framework (GMEF) reviewed by GRC																								
Short questionnaire developed for UNESCO Member States																								
Brief guidelines document to accompany the questionnaire developed																								
Data collation template for collating data generated from questionnaire developed and shared with DESD regional teams																								
Potential case studies identified using information generated from the completed ESD portal of experiences template by taking on board possible inputs from MEEG, UNESCO Regional and Cluster Offices and UNESCO ESD Chairs																								
Activity	Months																							

Activity	Months
-----------------	---------------

	2010												2011											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
GRC develops the first draft of the 2011 DESD M&E report. The first draft of the 2011 DESD M&E report will be reviewed and commented on by the DESD Secretariat, MEEG and the UNESCO Regional teams																								
GRC develops the second draft of the 2011 DESD M&E report with feedback received integrated (end March)																								
Second draft will be uploaded on DESD website for validation by stakeholders (end March-end April)																								
GRC submits the final version of the 2011 DESD M&E report to the DESD Secretariat (end May)																								
Final report translated into all UN languages																								
Brochure developed and translated into all UN languages																								
Layout and design of report and brochure																								
Printing of report and brochures																								

APPENDIX 12: ORGANISATIONAL CHART OF M&E PHASE II OF DESD



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